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# Classroom Roles and Team-Teaching

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# Let's Brainstorming!

- Take a brief moment to respond to each of the following:

## 1. What role do I believe my team-teaching partner should fulfill?

(私のTTパートナーはどんな役目を果たすべきだと思いますか?)

## 2. What role do I believe my team-teaching partner expects me to fulfill?

(私のTTパートナーは私からどんな果たすべき役目があると思いますか?)

### For example (from the ALT viewpoint): / 例えば(ALTの観点から):

1. I believe my TT should lead in the explanation of the main grammar point in each lesson. 私のTTは授業の文法的目当てを説明すべきだと思います。
2. I believe my TT expects me to oversee students use of this grammar point to assure they are using it correctly. 私のTTは私が生徒たちが目当ての文法を正しく使いこなしているか確認することを期待してると思います。

# Overview

## Today's Topics:

1. Ideal Roles for ALT and JTE
2. Setting Workplace Goals
3. Integrating Concepts in the Classroom

## Today's Goals:

- Understand classroom roles and ideal practice
- Develop intentional teaching via goal-setting
- Integrate better team-teaching
- Foster productive conversation between JTE and ALT

# The Roles of ALTs and JTEs

# Overview of Classroom Roles

- **Team Teaching**
- **JTE is T1 and ALT is T2**
  - JTE will handle lesson planning, explanations of grammar and textbook materials, and executing some activities
  - ALT handles small talk, checking pronunciation, executing some activities
- ALT is a native English speaker and JTE is native Japanese speaker
- ALT and JTE should discuss lesson plans/roles before class starts and continue communicating during class
- **ESID** - some days/schools there will be more/less to do

## Do:

- Make sure the ALT is involved in classes they attend
- Give ALTs opportunity for cultural lessons and activities
- Discuss the ALTs contract and create fair expectations

## Don't:

- Ask ALT to attend classes without any identifiable role
  - Ask ALT to be responsible for all lesson planning
  - Expect ALTs to work outside their contract
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# Talking About Strengths and Experience

- **Handwriting Activity**

Write your name neatly 5 times. Now use your other hand.

*We gain more satisfaction from using and developing our strengths.*

- Think about your strengths (*VIA Assessment*)

*Using your strengths in a new way can cause lasting increases in happiness*

- ALTs have varying levels of teaching experience before they come to Japan 日本に来る前にALTはさまざまなレベルの教育経験があります。
- JTEs have gone to school for teaching - what can JTEs and ALTs learn from each other? JTEは教育指導研修を受けたことがあります。ALTはお互いから何を学ぶことができますか？

# Discussion Questions

- 1) What teaching experience does the ALT have? How comfortable are they in the classroom? How can the JTE help?**
  - ALTはどんな教育の経験ありますか？教室の中でどれくらい楽でいられますか？JTEはそれに対してどのようにサポートすることができますか？
- 2) Is the work divided equally? Is the ALT being over- or under-utilized? How can we incorporate better team-teaching strategies?**
  - 仕事の役割は平等に分けられていますか？ALTは十分に活用されていますか？どのようにTT戦略を組み込むことができますか？
- 3) What are your strengths? How can you incorporate your strengths at home and at work? How can you help each other?**
  - 自分の強みは何ですか？自分の強みは仕事と自宅でどのように発揮することができますか？お互いをどのように助け合うことができますか？

# Setting Workplace Goals

# The process of making and keeping goals.

1. Have a clear understanding of what you want to achieve.
2. Then create SMART goals.
  - Specific (simple, sensible, significant)
  - Measurable (meaningful, motivating)
  - Achievable (agreed, attainable)
  - Relevant (reasonable, realistic)
  - Time bound (Time to achieve goal by)
3. Write down and discuss how you plan accomplish it.
4. Re-evaluate goals and assess the progress made.

# SMART goal examples

## **Specific (simple, sensible, significant)**

- Give ALTs sufficient time to process ideas for class.
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## **Achievable (agreed, attainable)**

- Have a meeting before classes to discuss the days lessons.
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## **Measurable (meaningful, motivating)**

- Make lesson plans together in advance
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## **Relevant (reasonable, realistic)**

- Have prepared thoughts and ideas ready for lessons.
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## **Time bound (Time to achieve goal by)**

- Have a weekly meeting before classes start on Mondays

# Discussion - Please set 2-3 Goals with your JTE/ALT

1. Have a clear understanding of what you want to achieve.
2. Then create SMART goals.
  - Specific (simple, sensible, significant)
  - Measurable (meaningful, motivating)
  - Achievable (agreed, attainable)
  - Relevant (reasonable, realistic)
  - Time bound (Time to achieve goal by)
3. Write down and discuss how you plan accomplish it.
4. Re-evaluate goals and assess the progress made.
  - Interactive and fun classes for students and teachers.
  - SMART goals.
    - Give ALTs sufficient time to process ideas for class.
    - Make lesson plans together in advance
    - Have a meeting before classes to discuss the days and the weeks lessons.
    - Have prepared thoughts and ideas ready for lessons.
    - Have a weekly meeting before classes start on Mondays
  - To make lesson plans in advance through a weekly meeting and review the lesson again before.
  - "Re-evaluate goals and assess the progress made."

# Team Teaching Application

# Demonstration Lesson Plan

## Lesson 4: At School

**Goals:** Students will use “to be ~ing” to make sentences

**Class Type:** Speaking, listening, writing

Section	Description	Length	ALT and JTE Roles
<b>Introduction/ Warm Up</b>	Small talk - What do you do after school?	5 min	ALT asks question and chooses 3 students to share their answers.
<b>Lecture</b>	Explain the grammar point “to be ~ing” using the textbook; check new vocabulary	15 min	JTE explains the grammar. ALT reads new vocabulary.
<b>Activity 1</b>	Dialogue practice - students will read and repeat the dialogue, then practice independently	15 min	ALT does read and repeat. JTE explains meaning. ALT and JTE walk around and help with pronunciation.
<b>Activity 2</b>	<b>Describe A Scene-</b> students work in pairs. A simple image is shown to half the class. They must describe the scene to their partner, who draws it on a whiteboard. After 2 minutes, the image is shown. They switch. (“A girl is standing by a tree. A boy is listening to music.”)	10 min	ALT explains the activity; JTE clarifies the instructions in Japanese. ALT and JTE walk around and check students’ speaking.
<b>Conclusion/ Cool Down</b>	Students write a few sentences in their notebook using “to be ~ing”	5 min	ALT and JTE walk around to check work.

# Create a Lesson Plan

Lesson Title (From New Horizon 1 Unit 6 Story 3 for reference)

**Goals:** Let's using “Does + 人 + 動詞 + something?” (but can be anything)

**Class Type:** Up to y'all's

Section	Description	Length	ALT and JTE Roles
<b>Introduction/Warm Up</b>	Anything to get the students, speaking, writing or thinking. The previous lesson used “Does not” so perhaps something using that point.		For each column, just lightly decide where each person can shine in their own utilization for the smoothest progression.
	What does the JTE have to accomplish for the goal and how can the ALT assist?		
	An activity or assignment to get students reading, writing, or speaking the goal.		
	A follow-up to before, but perhaps a different activity type than the previous i.e. desk-rotating speaking or piece together the grammar point activity.		
<b>Conclusion/Cool Down</b>	How would you like to wrap up today's lesson? Student's writing out a reflection? Question time for confusing points?		

# LETS SHARE IDEAS

Please split into groups and discuss your lesson plans.

Nominate some ideas to be shared with the room.

# Summary

# What We Covered

## Classroom Roles

1. Team-teaching
2. Do's and Don'ts in the classroom
3. Using our strengths and discussing experience

## Workplace Goals

- SMART goals and examples
- Setting your own goals

## Team-Teaching

- Anatomy of a team-teaching lesson plan
- Creating your own lesson plan

**Question**

**Answer**

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